



A COURSE IN RESEARCH
METHODOLOGY AND PRACTICE
(A brief introduction)

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etc.



DOING RESEARCH IN ENGLISH

(A brief introduction
to the course in research methodology)

WHAT IS METHODOLOGY ?

Methodology [ˌmɛθəˈdɒlədʒɪ] , -gies is

- 1) the system of methods and principles used in a particular discipline, in some particular area of study or activity.
- 2) the branch of philosophy concerned with the science of method and procedure.

WHAT IS METHOD?

Method ['meθəd]

is a particular procedure for accomplishing or approaching something, especially a systematic or established one.

via Latin from Greek *methodos* 'pursuit of knowledge', from *meta-* (expressing development) + *hodos* 'way'

WHAT IS METHOD LIKE?

Distributive Analysis is a method of linguistic research in which the classification of linguistic units and the study of their features are carried out on the basis of the distribution of the units in question in the spoken chain—that is, on the basis of their *combinability* with other units, which are called the *environment*, or context, of the units in question. Distributive analysis was devised by representatives of so-called descriptive linguistics.

The Great Soviet Encyclopedia, 3rd Edition (1970-1979). © 2010
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What is method description like?

The **distribution** of a unit is the sum total of all its environments.

The environment of a unit may be either “right” or “left”.

There are **three main types of distribution** :

- 1) **contrastive**;
- 2) **non-contrastive**;
- 3) **complementary**.

What is method description like?

The **distributional analysis** is used to fix and study the units of language in relation to their contextual environments, i. e. adjoining elements in the text.

The study is conducted in **two stages**.

At the first stage, the analyzed text is divided into *recurrent segments* consisting of phonemes. These segments are called “**morphs**”.

At the second stage, the environmental features of the morphs are established and the corresponding identifications are effected.

What is method description like?

Contrastive and non-contrastive distribution concern identical environments of different morphs.

The morphs are said to be **in contrastive distribution** if *their meanings are different*.

Such morphs constitute *different morphemes* (eg. play-**ed**, play-**ing**).

What is method description like?

Contrastive and non-contrastive distribution concern identical environments of different morphs.

The morphs are said to be in **noncontrastive distribution** *if their meaning is the same.*

Such morphs constitute “free alternants”, or “free variants” of the same morpheme (eg. burn-**ed**, burn-**t**).

What is method description like?

Complementary distribution concerns *different environments of formally different morphs which are united by the same meaning.*

If two or more morphs have *the same meaning* and the difference in their form is *explained by different environments*, these morphs are said to be in complementary distribution and considered the *allomorphs* of the same morpheme (eg. Desks */-s/*, girls */-z/*, glasses */-iz/*).

What is method description like?

Method application restrictions

The Distributional Analysis is a good example of finding relevant interrelation between linguistic syntagmatic and paradigmatic structures, such as meaning and word structure. The transfer of distribution analysis to other levels or areas of linguistic text processing may be a bit problematic, since real life texts admit (or incur) amphibolic [,æm(p)fr'boɫɪk] expressions like '*fat major's wife*' which may mean both that major is fat or his wife is.

WHAT IS RESEARCH ?

Research [rɪ'sɜ:tʃ] is a systematic investigation to establish facts or principles (or to collect information on a subject).

Syn: investigation , experimentation , testing , analysis , fact-finding , fieldwork , examination , scrutiny etc.

To research – исследовать. to carry out investigations into (a subject, problem, etc.)

Syn: investigate , study , enquire into , look into , probe , explore , analyse , examine , scrutinize etc.

WHAT KIND OF RESEARCH ?

research work	— научно-исследовательская работа (НИР)
independent / original research	— независимое, оригинальное исследование
detailed / thorough research	— детальное, обстоятельное исследование
laborious / painstaking research	— трудоёмкое, напряжённое исследование
solid research	— серьёзное, глубокое исследование
applied research	— прикладное исследование

WHAT KIND OF RESEARCH ?

to be engaged in research	— заниматься научно-исследовательской работой
to conduct / do / pursue research	— проводить исследования
to carry out a research into the causes of cancer	— исследовать причины заболевания раком
His researches have been fruitful.	— Его исследования принесли плоды.

ENGLISH RESEARCH COLLOCATIONS

English academic research collocations.
Check yourself!



ENGLISH RESEARCH COLLOCATIONS

English academic research collocations.
Check yourself!



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WHAT IS METHODOLOGY ?

Methodology [ˌmɛθəˈdɒlədʒɪ] (derived from *method* and *logic*)

is the study of structure, logical organization, methods and means of activity;

The methodology of science is the doctrine of the principles of construction, forms and methods of scientific knowledge.

METHODOLOGY and ACTIVITY

Methodology [ˌmɛθəˈdɒlədʒi] is the doctrine of the structure, logical organization, methods and means of **activity**. So Methodology at large forms a necessary component of any activity as the latter becomes the subject of awareness, learning and rationalization.

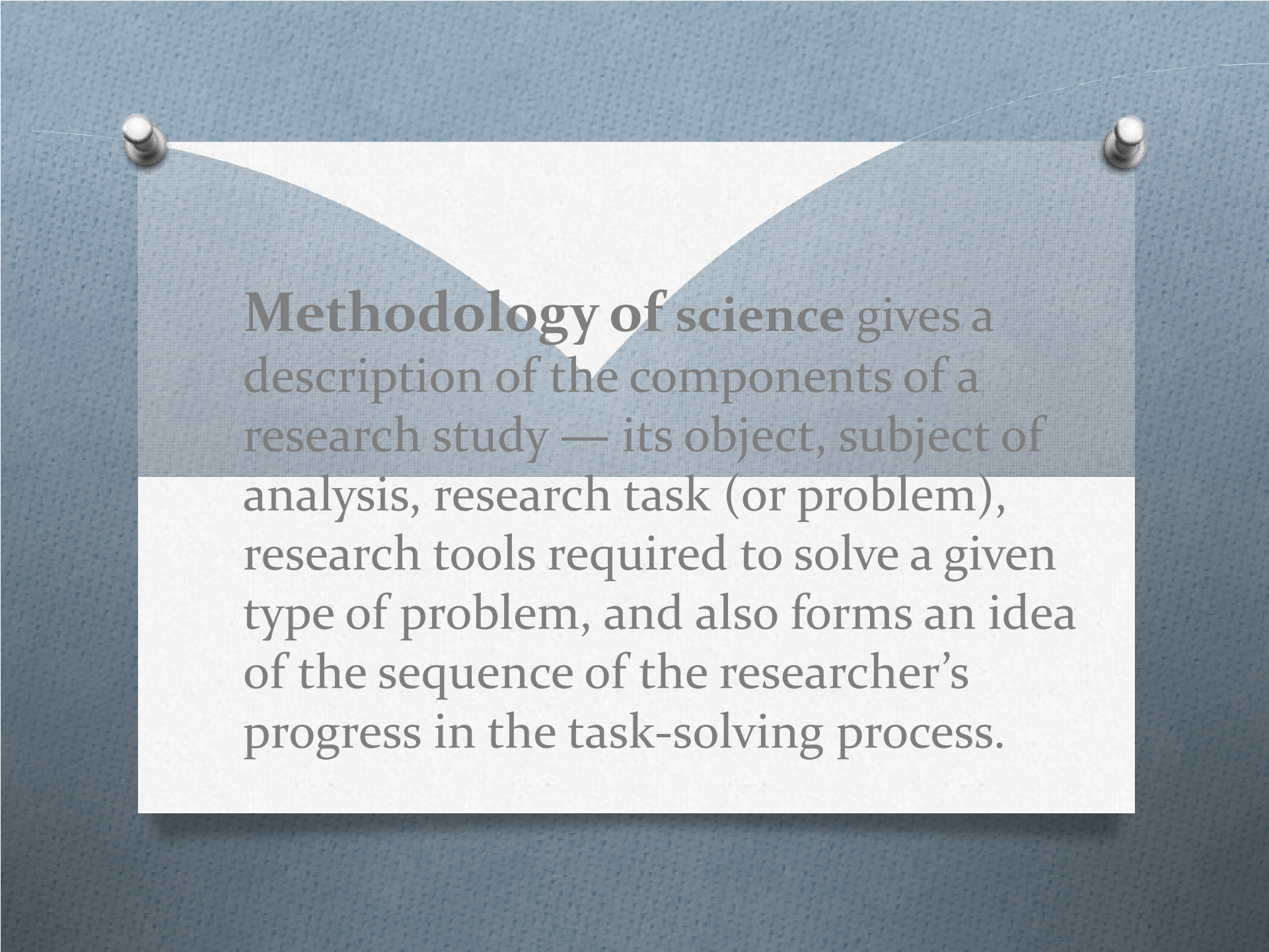
METHODOLOGY and ACTIVITY

Methodological knowledge acts in the form of both **prescriptions and norms**, which fix the content and sequence of certain activities (normative M.), and **descriptions** of actually performed activities (descriptive M.).

In both cases, the main function of this knowledge is the internal organization and **regulation** of the process of cognition or practical transformation of an object.

METHODOLOGY and ACTIVITY

In modern scientific and methodological discourse, M. is interpreted primarily as M. of scientific knowledge (or research), that is, the doctrine concerning the principles of construction, as well as forms and methods of scientific and cognitive activity.



Methodology of science gives a description of the components of a research study — its object, subject of analysis, research task (or problem), research tools required to solve a given type of problem, and also forms an idea of the sequence of the researcher's progress in the task-solving process.

METHODOLOGY and ACTIVITY

The most important points of application of M. are the **problem statement** (this is where the most frequent methodological errors occur, leading to the advancement of pseudo-problems or significantly complicating the receipt of the result),

METHODOLOGY and ACTIVITY

... the construction of the **subject of research** and the construction of a **scientific theory**, as well as **verification of the results obtained** in terms of its truth, t. e. conformity to the object of study.



METHODOLOGY and ACTIVITY

Modern philosophical and methodological studies revealed some important mechanisms for the functioning and development of scientific research and knowledge:

METHODOLOGY and ACTIVITY

- laws of succession of the change of scientific theories (the correspondence principle);
- the presence of a “paradigm” of thinking specific to each era of the development of science (i.e., a set of implicitly defined regulative principles);
- methodological features of artificial languages used in science;

METHODOLOGY and ACTIVITY

- specifics of various types of scientific explanation;
- methods of building scientific theories (deductive, hypothetical-deductive, genetic, etc.),
- characteristics of a number of methodological areas of modern cognition (systems approach, structuralism, cybernetic methods, principles of probabilistic thinking etc.).

METHODOLOGY and ACTIVITY

Since the 1950s. in M. science, problems of generating and **changing knowledge systems** begin to occupy a prominent place.

The Austrian-born British logician [lə'dʒɪf(ə)n] and philosopher K. Sir Karl Popper, (1902-94) tries to explain this process on the basis of the principle of falsification put forward by him, that is, the systematic refutation of existing theories.

METHODOLOGY and ACTIVITY

American investigator of history of science
Thomas Samuel Kuhn /ku:n/(1922 -1996)
formulates the concept of the development of
science through **scientific revolutions**, leading
to a radical **change of paradigms** of scientific
thinking.

See: [Structure of Scientific Revolutions.pdf](#)

(Beware! Circa ['s3:kə] 210 pp.!)

METHODOLOGY and ACTIVITY

English (I say 'Hungarian') mathematician and philosopher Imre Lakatos [UK: /'lækətɒs/, US: /-tɒs/; ['lɒkətɒʃ 'imrɛ] (1922 -1974) proposed the idea of the development of science based on the foregrounding, advancement [əd'vɑ:n(t)smənt] and implementation of a certain sequence of research programs.

METHODOLOGY and ACTIVITY

An important aspect of these and other studies is the broad criticism of the **neopositivist** ideas about M. science and its subject matter for the narrowness of their initial premises ['premisiz']. In this regard, in the works of some Soviet as well as modern Russian and foreign researchers, M.'s concept is developed, based on the principle of activity. The latter one presents M. as a systematic theory of research activity.

METHODOLOGY and ACTIVITY

The development of this concept is accompanied by a criticism of Popper's falsificationism (for one-sided presentation of the process of knowledge development) and Kuhn's concept of SR (for his denial of continuity in the development of knowledge).

METHODOLOGY and ACTIVITY

The special-scientific M., in turn, is divided into several levels:

(1) general scientific methodological concept and direction and (2) M. of individual sciences, methods and techniques of research.

Starting from the 2nd half of the 20th century, the first of these levels (which is far from homogeneous in content) has undergone especially rapid development.

METHODOLOGY and ACTIVITY

The reasons for its emergence and growth are the **universalization of means of knowledge**, facilitated by this generalized formulation of scientific problems, as well as the **desire for synthesis**, which becomes dominant in the thinking style of modern science.

vowel ['vauəl] /

consonant ['kɒn(t)s(ə)nənt]

Kinds of Language Universals


AN ABSOLUTE UNIVERSAL	A STATISTICAL UNIVERSAL
Absolute universals refer to properties found in all languages	statistical universals reflect important trends that are found in a predominant part of the languages of the world, but not necessarily in all.
All languages have vowels and consonants .	Subjects tend strongly to precede objects.

Kinds of Language Universals

A Language Universal Type	An example
AN IMPLICATIONAL UNIVERSAL	If a language has voiced fricatives, it also has unvoiced fricatives, but not necessarily the other way round.
AN NON-IMPLICATIONAL UNIVERSAL	Present or absent in natural languages without reference to any other properties of the given language.

There are such universalist theories that directly describe the broad scope of reality from a certain angle, that is, from the standpoint of a certain methodological principle (such as the concept of the **noosphere**, for example) or **theoretical cybernetics**); universal conceptual systems (such as the **general system theory** of Ludwig von Bertalanffy), aimed at identifying **universal concepts** and categories of scientific thinking through the analysis of the material of science itself. See: [General System Theory 1968.pdf](#)

289 p.



The **Activity** is a specifically human form of an active relation to the surrounding world, the contents of which constitute its goal-related expedient change and transformation.

The Activity of human implies a certain opposition of the **subject** and the **object** of Activity. So a person opposes to himself an object of Activity as a material that resists the influence of a person and then must get a new form and properties, turning it into product of human Activity.

289 p.

Each **Activity** includes:

- (a) the goal,
 - (b) the means,
 - (c) the result
 - (d) and the process of Activity itself,
- and, therefore, an integral characteristic of Activity is its (e) awareness on part of its subject.

Activity is the real driving force of social progress and the condition of the very existence of society.

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As a philosophical principle, the concept of Activity was established within German classical philosophy, when a new concept of personality triumphed in European culture, characterized by **rationality**, **diverse areas of activity** and **initiative**, and the prerequisites were created for considering Activity as the basis and principle of all culture.

English Activity

Activity	activities
Activity	occupation
Activity	job
Activity	action, actions
Activity	agency
Activity	business
Activity	career
Activity	energies
Activity	function
Activity	movement
Activity	play

HYPOTHESIS [haɪ'pɒθɪsɪs] , -ses [- ,sɪːz]

1) a suggested explanation for a group of facts or phenomena, either accepted as a basis for further verification (*working hypothesis*) or accepted as likely to be true /in theory/.

2) an assumption used in an argument without its being endorsed; a supposition.

3) an unproved theory; a conjecture.

- Etymology: from Greek, from *hupotithenai* to propose , suppose , literally: put under.

WHAT IS HYPOTHESIS [hai'pəθɪsɪs] ?

- A **hypothesis** is a proposition made as a basis for reasoning, without any assumption of its truth.

WHAT IS HYPOTHESIS [haɪ'pɒθɪsɪs] ?

- A **hypothesis** is an unproved theory; a conjecture [kən'dʒektʃə].

WHAT IS HYPOTHESIS [hai'pɒθɪsɪs] ?

- A **hypothesis** is an assumption used in an argument without its being endorsed; a supposition.

WHAT IS HYPOTHESIS [hai'pɒθɪsɪs] ?

- A **hypothesis** is a suggested explanation for a group of facts or phenomena, either accepted as a basis for further verification (working hypothesis) or accepted as likely to be true /i.e. a theory/.

WHAT IS HYPOTHESIS [hai'pʊθɪsɪs] ?

- A **hypothesis** is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved to be correct.

WHAT IS HYPOTHESIS [hai'pəθɪsɪs] ?

- A **hypothesis** is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

WHAT IS NULL HYPOTHESIS?

- **The null hypothesis** is assumed to be true unless the test suggests otherwise, in which case it is rejected in favour of the alternative [ɔ:l'tɜ:nətɪv] hypothesis.

WHAT IS NULL HYPOTHESIS?

- **The null hypothesis** is the residual [ri'zɪdʒuəl] hypothesis if the alternative [ɔ:l'tɜ:nətɪv] hypothesis tested against it fails to achieve a predetermined significance level.

▪

HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

under the hypothesis of a theorem ...

= по условию теоремы ...

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek hypothesis 'foundation,' from hypo 'under' + thesis 'placing.'

HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

testable hypothesis

= проверяемая гипотеза ... (maths)

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek
hypothesis 'foundation,' from hypo 'under' + thesis 'placing.'

HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

tested hypothesis

= проверяемая гипотеза ... (стат.)

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek
hypothesis 'foundation,' from hypo 'under' + thesis 'placing.'

HYPOTHESIS [hai'pɒθɪsɪs] , -ses [-,si:z]



HYPOTHESIS [haɪ'pɒθɪsɪs] , -ses [-,sɪːz]



— Они исходили
из
предположения,
что припасы
прибудут вовремя.

HYPOTHESIS [haɪ'pɒθɪsɪs] , -ses [-,sɪːz]



— У неё была
теория, что если
будешь пить
молоко, то не
простудишься.

WHAT CAN YOU DO WITH HYPOTHESIS?

1) to accept hypothesis	— принять гипотезу
2) to advance a hypothesis (that)	— выдвигать гипотезу (, согласно которой)
3) to confirm a hypothesis	— подтверждать гипотезу
4) to formulate a hypothesis	— выдвигать / формулировать гипотезу
5) to propose a hypothesis	— выдвигать / предлагать гипотезу
6) to put forward a scientific hypothesis	— выдвигать научную гипотезу
7) to make a hypothesis	— строить / выдвигать гипотезу
8) to form a hypothesis	— строить / выдвигать гипотезу
9) to frame a hypothesis	— строить / представлять гипотезу

WHAT CAN YOU DO WITH HYPOTHESIS?

to test a hypothesis with
experiment

— проверять гипотезу на
опыте

to test a statistical hypothesis

— проверять статистическую
гипотезу

to reject a hypothesis

— отвергать гипотезу

to refine a hypothesis

— уточнить гипотезу

to refute a contention /
statement or assumption

— опровергать заявление /
утверждение / допущение
(т.е. гипотезу)

The working hypothesis is tested and refined through discussion.

auxiliary [ɔ:'gʒɪl(ə)rɪ]

WHAT KIND OF HYPOTHESIS ?

1. null hypothesis	— начальная гипотеза
2. ad hoc hypothesis	— гипотеза для данного случая
3. working hypothesis	— рабочая гипотеза
4. accepted hypothesis	— принятая гипотеза
5. acceptable hypothesis	— допустимая /приемлемая гипотеза
6. admissible hypothesis	— допустимая /приемлемая гипотеза
7. auxiliary hypothesis	— вспомогательная гипотеза
8. coarse [kɔ:s] hypothesis	— приближённая гипотеза

WHAT KIND OF HYPOTHESIS ?

9. complementary hypothesis	— дополнительная гипотеза
10. composite hypothesis	— сложная гипотеза, составная гипотеза
11. confirmable hypothesis	— подтверждаемая гипотеза
12. confirmed hypothesis	— подтвержденная гипотеза
13. false hypothesis	— ложная гипотеза / неверная гипотеза
14. implicit hypothesis	— неявная / подразумеваемая гипотеза
15. rejected hypothesis	— отвергнутая [отклонённая] гипотеза
16. research hypothesis	— альтернативная гипотеза

WHAT KIND OF HYPOTHESIS ?

17. alternative [ɔ:l'tɜ:nətɪv] H	— альтернативная гипотеза
18. one-sided alternative H	— односторонняя альтернативная гипотеза
19. the residual [rɪ'zɪdjuəl] hypothesis	— остаточная гипотеза
20. single / simple hypothesis	— простая гипотеза
21. statistical hypothesis	— статистическая гипотеза
22. two-sided alternative hypothesis	— двусторонняя альтернативная гипотеза
23. true hypothesis	— истинная / верная гипотеза
24. hypothesis under test	— проверяемая гипотеза

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is an idea used to account for a situation or justify a course of action.

It is a nontechnical name for *hypothesis*.

Syn: hypothesis , thesis , conjecture , supposition , speculation , postulation , postulate , proposition , premise , surmise [sə'maɪz], assumption , presupposition ; opinion , view , belief , contention.

My theory would be that the place has been seriously mismanaged... I have a theory about that.

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is an idea used to account for a situation or justify a course of action.

Theory ['θɪəri] is an ideal or hypothetical situation (esp in the phrase in theory).

Theory ['θɪəri] is abstract knowledge or reasoning.

Theory ['θɪəri] is a speculative or conjectural view or idea.

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is a set of principles on which the practice of an activity is based.

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is a system of rules, procedures, and assumptions used to produce a result.

WHAT IS THEORY ['θɪəri] ?

Theory ['θɪəri] is a **set of hypotheses** related by logical or mathematical arguments to explain and predict a wide variety of connected phenomena in general terms.

IN THEORY

- o 'in theory' – in colloquial English is used in describing what is supposed to happen or be possible, usually with the implication that it does not in fact happen.
- o **In theory, things can only get better; 😊**
- o **in practice, they may well become a lot worse. 😞 😊**

IN THEORY

- o 'in theory' – in colloquial English is used in describing what is supposed to happen or be possible, usually with the implication that it does not in fact happen.
- o If you have a theory about something, you have your own opinion about it which you cannot prove but which you think is true.
- o There was a theory that he wanted to marry her...

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	– теория возникает, появляется
	– формулировать теорию
	– развивать теорию
	– предлагать теорию
	– отстаивать теорию
	– объединять теорию и практику
	– проверять теорию
	– подтверждать теорию
	– теория подтверждается
	– опровергать, подрывать, разбивать теорию

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	— теория возникает, появляется
to formulate a theory	— формулировать теорию
to develop a theory	— развивать теорию
	— предлагать теорию (4)
	— отстаивать теорию
to combine theory and practice	— объединять теорию и практику
to test a theory	— проверять теорию
to confirm a theory	— подтверждать теорию
	— теория подтверждается
	— опровергать, подрывать, разбивать теорию

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	— теория возникает, появляется
to formulate a theory	— формулировать теорию
to develop a theory	— развивать теорию
to advance / present / propose / suggest a theory	— предлагать теорию
to advocate theory	— отстаивать теорию
to combine theory and practice	— объединять теорию и практику
to test a theory	— проверять теорию
to confirm a theory	— подтверждать теорию
theory holds up	— теория подтверждается
to disprove / explode / refute a theory	— опровергать, подрывать, разбивать теорию

IN THEORY ...

in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
In theory their plan makes sense.	— Теоретически их план не лишен смысла.

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	
in theory	
in theory	
in theory	

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	
in theory	
in theory	

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	
in theory	

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically [θɪə'retɪk(ə)li]
in theory	

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically
in theory	supposedly [sə'pəuzɪdli]

IN THEORY ...

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically
in theory	supposedly
In theory, your idea sounds great, but can it be practically applied?	

Got tired? Check Yourself!

Ferdinand de Saussure admitted that a linguistic sign consists of

	yes	no
a) Expression and content		
a) Form and substance		
a) Denotation and reference		
a) A Signifier and signified		
a) Denotation and connotation		
a) Expression and meaning		
a) Action and interpretation		
a) Production and reception		
a) Form and sound		
a) Content and form		

Got tired? Check Yourself!

Ferdinand de Saussure stated that ...

	YES	NO
a) Linguistics is part of semiotics.		
b) Linguistics is part of semiology.		
c) Semiology is part of linguistics.		
d) Linguistics and semiology overlap.		



Thanks for your attention!

Please, don't forget to get ready with
your home task!



And now your home task is

Please, don't forget to write
a draft [dra:ft] of 500 words thesis,
dedicated to your
magistracy paper
Research Issue! (both en/ru!)

A 500 words thesis structure A

1. Keywords.
2. The problem of research;
3. The target of Research & the purpose of paper;
4. Methods; Procedures [prə'si:dʒə];
5. Results;
6. Conclusions and recommendations.

A 500 words thesis structure B

For theoretical works:

1. Keywords.
2. The problem of research
3. The theoretical or methodological grounds;
4. The purpose of the study;
5. Sources of evidence base;
6. Key arguments and conclusions.



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0:02 / 1:57

Finding Articles: Using Web of Science

The image shows a video player interface. At the top left, the UC Davis University Library logo is displayed. To its right, a dark blue box contains the text 'LIBRARY HOW TO VIDEOS' in yellow and white. The main content area has a light blue background with the title 'Finding Articles: using Web of Science' in dark blue. The video player controls at the bottom include a play button, a progress bar showing 0:02 / 1:57, a volume icon, and icons for settings, HD, and full screen. Below the video player, the title 'Finding Articles: Using Web of Science' is written in a white box.

Find extra tips at



A video player interface. On the left, a man with a goatee and a dark shirt is speaking and gesturing with his hands. On the right, the logo for 'WritetoTop.com' is displayed, with 'the' written in a red cursive font below 'Top'. Below the logo, the video title 'How to Write an Article (Cambridge First, Advanced; blog, newsletter, etc.)' is shown in blue text. At the bottom of the video frame, there is a playback control bar with a play button, a progress bar showing '0:16 / 19:52', and icons for volume, settings, and full screen.

How to write an Article (Cambridge First, Advanced; Blogs)

<https://www.youtube.com/watch?v=MbMMZ4rPrfI>

Find extra tips at




7 Tips to Get Into the Article Writing Zone



How to Write an Article, Easy Tips and tricks for writing a best article

<https://www.youtube.com/watch?v=VxuSj8WYAp0>

Find extra tips at 'How to write a great research paper'



State your contributions

Which of the two is best in practice? The trouble is that the evaluation model has a pervasive effect on the implementation, so it is too much work to implement both and pick the best. Historically, compilers for strict languages (using call-by-value) have tended to use `eval/apply`, while those for lazy languages (using call-by-need) have often used `push/enter`, but this is 90% historical accident — either approach will work in both settings. In practice, implementors choose one of the two approaches based on a qualitative assessment of the trade-offs. In this paper we put the choice on a firmer basis:

- We explain precisely what the two models are, in a common notational framework (Section 4). Surprisingly, this has not been done before.
- The choice of evaluation model affects many other design choices in subtle but pervasive ways. We identify and discuss these effects in Sections 5 and 6, and contrast them in Section 7. There are lots of nitty-gritty details here, for which we make no apology — they were far from obvious to us, and articulating these details is one of our main contributions.

In terms of its impact on compiler and run-time system complexity, `eval/apply` seems decisively superior, principally because `push/enter` requires a stack like no other: stack-walking

Bulleted list
of
contributions

Do not leave the
reader to guess what
your contributions are!

How To Write Articles The Quick And Easy Way

- Article Body
 - Your three main talking point paragraphs
 - Each has the three sub-points that you can turn into sentences
 - Open each talking point paragraph with a general statement
 - Introduce and explain in more detail each sub-point
 - Transition from one talking point to the next using phrases that connect one idea to another

▶ ▶| 🔊 2:20 / 3:57



Find extra tips at

How to Write a Paper

- Don't write a paper!
- Use an outline
- Write little bits at a time
- Make the first draft **bad**
- All papers have the same formula
- "The Quick Short Paper"

<https://sites.google.com/site/surgicalresearchresources/file-cabinet>



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Start with the **Methods**

- Easiest section—you already have it
- Use subheadings
- You need a method for each result
- Justify sample size based on detecting a specified treatment effect
 - If you don't know what I am talking about, get help

RESULTS

<https://sites.google.com/site/surgicalresearchresources/file-cabinet>



Find extra tips at

<https://in-scope.ru/2018/02/22/зачем-в-статье-нужны-методы/>



Find extra tips at

<http://science-insight.com/analitika/imrad>



Find extra tips at



A downloadable IMRAD guidance in Russian (pdf)

Check yourself and have fun!



Оформление курсовой работы по ГОСТУ



<https://journal.duplom.ru/kursovaya/oformlenie-kursovoy-raboty-po-gostu-2018-obrazec/>

Оформление магистерской Д. по ГОСТУ



<https://journal.duplom.ru/dissertaciya/pravilnoe-oformlenie-dissertacii-gost-2018/>

WHAT IS PLAGIARISM [pleɪdʒiəˈrɪzəm] ?

- **Plagiarism** is the practice of taking someone else's work or ideas and passing them off as one's own.

WHAT IS PLAGIARISM [pleɪdʒiəˈrɪzəm] ?

- **Plagiarism** is the practice of using or copying someone else's idea or work and pretending that you thought of it or created it.

WHAT IS PLAGIARISM [pleɪdʒiəˈrɪzəm] ?

- A **plagiarism** means also an idea or a piece of writing or music (or something) that has been secretly copied from someone else's work.

WHAT IS PLAGIARISM [pleɪdʒiəˈrɪzəm] ?

- A **plagiarism** is a strong reason to recall an article or (to make things worse) to refute a course paper, as well as a PhD thesis due to infringement of other people's rights legal copyright issues or breach (violation) of (professional and publication) ethics.

<https://text.ru/antiplagiat/>

HOW TO AVOID PLAGIARISM ?

- 1) Be creative. Think and write **originally**.
- 2) Pay due attention to quotations.
Don't miss **sources** you used to do your job on your list of References.
- 3) Check your paper for possible unintended plagiarism. Use specially designed engines to elicit dubious parts of your manuscript.

